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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (5.1) of module 5 (implementation--for administrators) contains readings and activities on the major components in a system of observation and instructional improvement through the supervision of teaching. (The other section of module 5 deals with curriculum evaluation. Module 5 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phrase career education project in Hawaii.) Module 5.1 contains a lesson which presents in outline form the responsibilities of the school administrator as the basis for supervision including procedures for supervision of teaching, classroom observation, and formal conferences. Readings are concerned with the following issues: Assessing the status of teacher evaluation programs in career education, nondirective supervisory conferences, and role conflict and self-concept in dealing with teachers. Three activities are included as well as a summary of the responses of one group of participants. A supervision bibliography is included. (TA)

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# CAREER EDUCATION ADMINISTRATORS AND COUNSELORS IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

## MODULE V--IMPLEMENTATION

## (5.1) SUPERVISION OF TEACHING

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*College of Education, University of Hawaii*
*Office of Instructional Services, Department of Education*
*State of Hawaii*

*SEPTEMBER 1976*



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FINAL REPORT

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# Hawaii Career Development Continuum, K-14

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September 1975

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## PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

### Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

*Module IV--Planning*

*4.1 Develop Plans for Curriculum Preparation and Infusion*

*4.2 Plans for Resource Allocation*

*4.3 Plans for Scheduling*

*4.4 Plans for Community Involvement*

*Module V--Implementation*

*5.1 Supervision of Teaching*

*5.2 Curriculum Evaluation*

*Module VI--Evaluation of Career Education (Administrator)*

*Module VII--Develop and Implement Needs Assessment*

*Module VIII--Implementation*

*8.1 Preparation and Evaluation of Counselor Material*

*8.2 Consultation to School Personnel*

*8.3 Integration of Coordination of School and Community Resources*

*Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.*

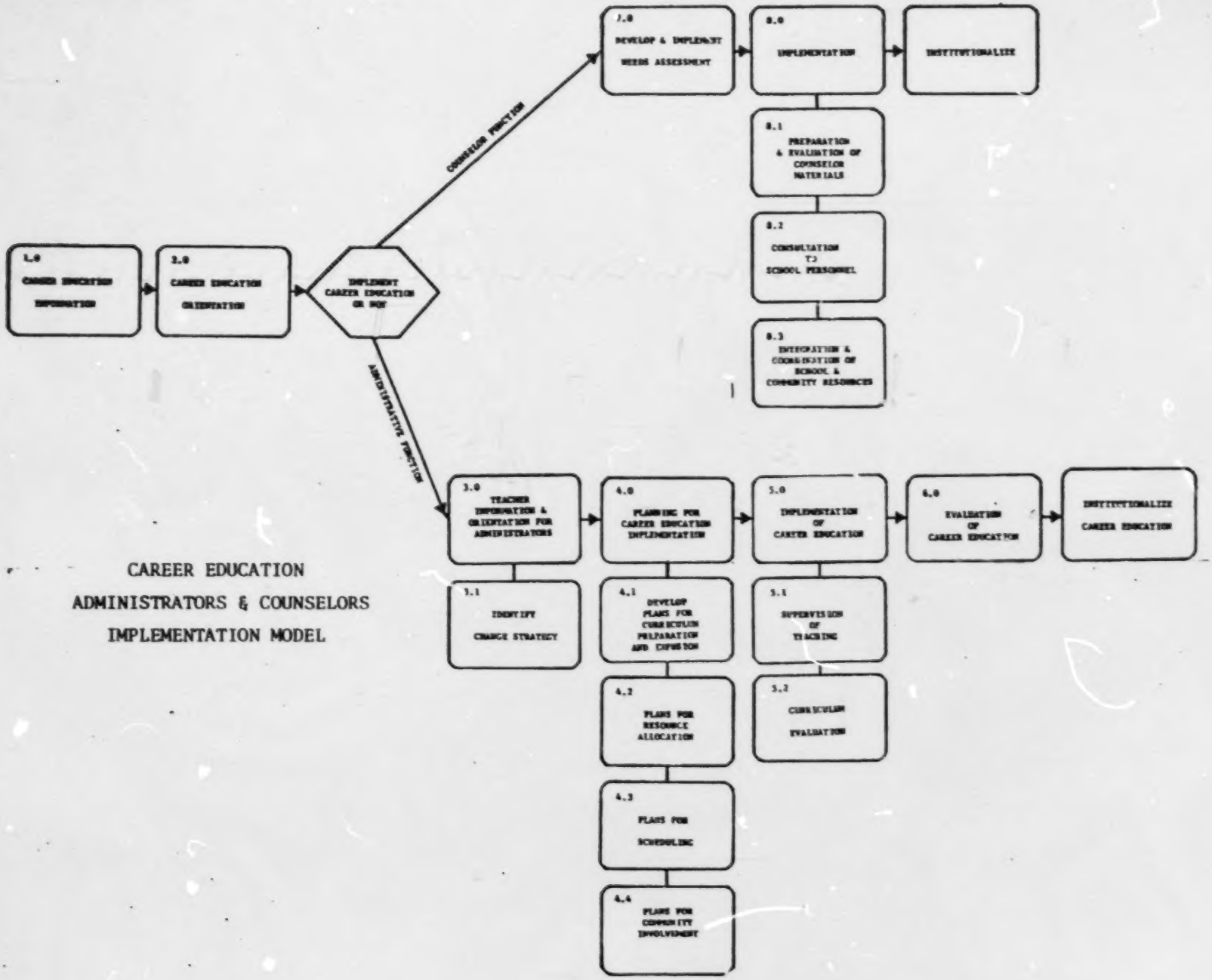
*In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.*

*In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.*

*Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.*

*Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.*

*It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.*




CAREER EDUCATION
ADMINISTRATORS & COUNSELORS
IMPLEMENTATION MODEL

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IMPLEMENTATION MODULE

Supervision of Teaching

A major function of the implementation of Career Education is a rational and effective plan for the supervision of instruction. This module builds upon the prior modules and assumes the principal has had an adequate information and orientation into Career Education. Likewise, it recognizes that an effective principal has contributed to the establishment of career education concepts in his school by:

1. Assessing of needs of students for career education.
2. Offering in-service and preservice training to prepare teachers and counselors.
3. Budgeting to allow for materials and equipment acquisition, repair maintenance.
4. Providing facilities for good instruction.
5. Scheduling to allow for career education.
6. Maintaining a climate which supports career education concepts.
7. Coordinating with community agencies and groups.
8. Evaluating the curriculum output.

When these tasks have been accomplished or are at least underway, supervision becomes the cornerstone for an on-going program. This module identifies the major components in a system of observation and instructional improvement.

The school administrator has many time consuming responsibilities such as being an effective part of management as well as his or her vital role as a leader in the school.

Ben Harris defines supervision of instruction as "What school personnel do with adults and things, to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning." Supervision of teaching is a major function in the implementation of career education in the school and that function is the responsibility of the school administrator. Career education is a very important component in the total curriculum. The success or failure of including career education in the mainstream of the school curriculum will depend on the administrator's consistency in supervising career education in the classroom. The outline that follows has incorporated helpful suggestions for the school administrator in supervising the career education curriculum of the school.

Dr. Mitsuo Adachi in his article, "Evaluation of Teaching Activities in Career Education," tries to assess the status of teacher evaluation programs in

career education to determine what is acceptable to the profession, as well as examines the necessary conditions for a viable teacher evaluation program.

The technique for nondirective supervisory conferencing is described by Charles Salek. We examine the problem of "helping to improve" and "evaluating." "For principals to help teachers improve the quality of their instructions, judgmental attitudes must be completely eradicated" (Salek). To complement his article we have added "The Supervisor as Counselor" in which role conflict and self-concept are explored by the supervisor (principal) in dealing with subordinates (teachers).

Four activities are included at the end of this module as well as a summary of the responses of one class when participating in the activities. The class came up with a great deal of input for the activities.

Goal 1: To define supervision of instruction and to develop an understanding of the nature and function of supervision emphasizing the administrator's role.

Goal 2: To develop a sensitivity to supervisory behavior by implementing acceptable supervisory techniques.

Lesson 1

Content

Responsibilities of the school administrator are presented as the basis for supervision. Stemming from these responsibilities arises the question of how to carry them out. Procedures for the supervision, of teaching, classroom observation, and guidelines for formal conferences are suggested. These are arranged in an outline format.

Career Education

Supervision of Teaching

I. Responsibility of the school administrator for career education

A. Familiarize himself with Hawaii Career Education Continuum

1. Study career education objectives

B. Assist in selecting appropriate career education objectives for implementation

1. With individual teachers as needed
2. With grade level as needed
3. With teaching teams as needed
4. With subject departments as needed

C. Prepare teachers to be able to describe classroom activities for each career education objective selected

1. By individual teachers
2. By grade level
3. By teaching teams
4. By subject departments

D. Assess the overall implementation of career education for the school

1. Relate that assessment to classroom objectives
2. Relate that assessment to classroom activities

E. Plan change strategy as needed based on the results of a school assessment of its career education

1. Relate assessment change strategy by classroom observations of career education activities
2. Relate suggestions for improvement of instruction to change strategies
3. Relate formal conferences with individual teachers to change strategies

II. Procedures for supervision of teaching

A. Classroom observation of career education activities

1. Teacher/administrator should agree on the observation schedule
2. Discuss the results of classroom observations with the teacher as soon as feasible

B. Formal conference with appropriate group(s) on career education implementation

1. Discuss attainment of career education objectives
2. Discuss receptivity by students of career education activities
3. Discuss suggestions for improvement
4. Hold conference once during the school year

C. Recommendations

1. Observations and formal conference if time available
2. Formal conference only with time constraints

III. Suggested procedures for classroom observations

A. Components

1. Initiate a preobservation conference to confirm the objectives of the teacher

a. Use as documentation a short, oral conference to ascertain the desired outcome
b. Use teacher's lesson plan

2. Classroom observation

a. Record observable classroom activities related to lesson objectives
b. Note any clarification items

3. Post-observation conference

a. Clarify any confusions about observed activities if necessary
b. Give the teacher immediate feedback on the observed activities

B. Specific observable activities in the classroom

1. Classroom goals

a. Are the classroom activities consistent with the specified objective?
b. Are the objectives consistent with the curriculum guide?

2. Materials for instruction

a. Are career education books and other reading materials available?
b. Are speakers utilized?

3. Variety in activities

a. Are field trips included in the activities?
b. Do students have opportunities to read, write, interview, and dramatize?

4. Classroom control

a. Are the classroom activities self-motivating, such that students are self-regulated?
b. Are there constant reminders by the teachers to behave?

5. Learning difficulties

a. Does the teacher assist students who are experiencing some difficulty with understanding the activities?

6. Individualization of instruction

a. Are students given the opportunity to explore personal career interests?
b. Is there respect for the total world of work?

7. Opportunity for discussion

a. Is there opportunity for open discussion?
b. Is the discussion teacher led with little student participation?

8. Classroom atmosphere

a. Do students communicate with the teacher freely?
b. Do students work cooperatively on projects?

9. Student initiative

a. Are students given the opportunity to explore, do independent research?

10. Relevance

    a. Are the activities geared to the appropriate age levels?
    b. Is the work world under discussion visible to the students in their own community?

IV. IV. Suggested guidelines for the formal conference

A. Components

1. What and how questions usually generate specific data
2. Hold conference in the teacher's classroom
3. Set the stage for open and frank discussion
4. Use guide questions as a guide
5. Make guide questions available to teachers

B. Questions for formal conference (Guide Questions)

1. To what extent were the career education objectives met?
2. How did you perceive student receptivity to career education activities?
3. How did you assess student understanding/ appreciation of the world of work?
4. What were the specific activities relating to exploring career opportunities conducted in your classroom(s)?
5. To what extent was the course guide utilized?
6. Were the objectives/activities selected appropriate to the needs and interests of your students?
7. What suggestions do you have for improving career education efforts?
8. What other comments/concerns do you have regarding career education in the classroom?

This material can be used by the principal in the supervision of career education. Since these are suggested procedures and guidelines, the school principal is encouraged to utilize those which fit the particular needs of the school and its staff.

READINGS

# EVALUATION OF TEACHING ACTIVITIES IN CAREER EDUCATION

by Mitsuo Adachi

The purpose of this article is to assess the status of teacher evaluation programs in career education to determine what is acceptable to the profession and to examine the necessary conditions for a viable teacher evaluation program. Teacher evaluation is a vital part of the total educational process. However, teacher evaluation is a sensitive thorn in the teaching profession and many of the present practices have not been acceptable to the profession as a whole.

Teacher evaluation has been in the forefront of the educational scene in recent years. Legislatures throughout the country have given teacher evaluation high priority in their deliberations. Several states have passed teacher evaluation laws within the past five years.

The reason for the concern for teacher evaluation is multifold. There is an increasing desire by the public for instituting an accountability program of teacher competence. The low reading and mathematics scores, the high salaries won by teachers in their negotiated contracts, the teacher surplus which in the eyes of the public are keeping the incompetent teachers on the payroll at the expense of the competent ones, and the tight economic situation all have contributed to the impetus for accountability in education.

Teacher evaluation programs can be categorized into three major groupings. These are assessment based on pupil gain, assessment based on what the teacher is, and assessment based on what the teacher does.

Evaluating teacher competence based on pupil gain is of major interest to the public. What the students achieve as reflected in test scores, report cards, and the like are more easily interpreted by the public. After all, an "A" or a 30 percentile score is very concrete and specific to parents.

It is without doubt that pupil gain merits the attention of the teachers. Teachers are concerned with pupil achievement. However, to evaluate a teacher based on pupil gain presents a myriad of problems. According to Majorie Powell, coordinator of a teacher competency study conducted by the California Commission for Teacher Licensing and Preparation, the group is nowhere near the point where they are able to measure a teacher's impact on student achievement and use that information to make personnel decisions.

What the teacher is is teacher characteristics. Assessing the competence of teachers with respect to personal appearance is evaluation based on teacher characteristics.

The writer has been most impressed with the competence, warmth, and sincerity displayed by student teachers. However, many of the male members of this dedicated group wore shoulder length hair, a beard, and a general appearance unlike the well-dressed and well-groomed school administrator. Personal

decisions which are based on what the teacher is will certainly not be in their favor.

The approach to evaluating teaching competence that is acceptable to all teachers is based on what the teacher does. What the teacher does is specific, observable, and with proper instrumentation, measurable. What the teacher does looks at teaching activities. Objectivity is the key focus. Personal characteristics are secondary to how the teacher conducts the teaching activities in the classroom.

An example of a specific teaching activity is the application of the subject content to current application. What did the teacher do to make the subject content relevant or meaningful to the students? Were the teaching activities strictly content oriented? In teaching the number 6 to first graders, did the teacher make reference to the children's ages? In a career curriculum lesson on electromagnets, did the teaching activity move from magnitizing nails to electromagnets used in industry to carry scrap metals? Did the teacher include field experiences in the teaching activities?

There are several necessary conditions for any teacher evaluation program to be successful and these are useful in career education. These necessary conditions include a criterion defining the role of the teacher, an instrumentation related to the criterion, a training program, focus on the improvement of instruction, and the self-evaluation dimension. The best conceived program of teacher evaluation without clarity of the necessary conditions by all parties involved will surely spell its doom.

It is important that a criterion defining the role of the classroom teacher be developed. Present evaluation programs are often times vague as to what is expected of teachers. The criterion must have social validity, that is, the teaching profession must have input into what constitutes good teaching.

The instrument must reflect specific teaching activities from the criterion or definition of good teaching. By nature, the criterion is broad in perspective whereas the instrumentation is specific. "Plans the teaching-learning situation by taking students at their competence level" is an example of a statement in the criterion. The statement when translated to the instrument must reflect a specific teaching activity, "Individualization of Instruction."

A training program in the evaluation process is vital. Too often, the training phase is limited to the administrators. Teachers who are to be evaluated must also be given training in the evaluative process, especially in the use of any instrumentation.

In career education, the evaluation of teaching competence must focus on the improvement of instruction and not on dismissal. Dismissal procedures are usually spelled out thoroughly by school organizations, however, this is not the case for the improvement of instruction. Moreover, improvement of instruction and dismissal procedures are associated as one and the same by many teachers. Much of the negative reaction from teachers come from the lack of clarity as to what is the purpose of teacher evaluation. It is true that some teachers must be dismissed. However, to incorporate improvement of instruction and dismissal efforts into one program is certainly not the way to improve instruction.

A career education teacher evaluation program must include self-evaluation as another major focus. The likelihood of the teacher taking the responsibility to maintain or improve teaching competency is greatly enhanced when self-evaluation is a component of the evaluation program.

In summary, the necessary conditions for a successful and acceptable career education teacher evaluation program are:

1. A criterion defining the role of the teacher.
2. An instrumentation related to the criterion.
3. A training program which includes teachers.
4. Focus on the improvement of instruction (not dismissal).
5. Focus on self-evaluation.

Career education teacher evaluation is a necessary part of the total educational endeavor. An acceptable teacher evaluation program must take into consideration teaching competency based on teaching activities, what the teachers do, and the five necessary conditions.

# HELPING TEACHERS VS. EVALUATING TEACHERS

By Charles Jerrold Salek

For principals to help teachers improve the quality of their instructions, this author suggests that judgmental attitudes must be completely eradicated. In the place of evaluation, non-directive supervisory conferencing is suggested. This article describes the technique.

The touting of accountability has pushed even the most reluctant principal into evaluating teachers to prove to himself and his community that, yes, he is accountable. Principals should be held accountable for the instructional quality provided by their schools, for instructional quality is a major factor in learning quality. Merely evaluating instruction, however, is not enough.

On the other hand, improving a teacher's performance with students would be a positive step toward better student learning. But how is it possible to improve teacher performance?

## The Problem: Helping vs. Evaluating

Help is not always helpful. Even when an evaluation is valid, it is too seldom useful for the teacher.

Often times, a teacher perceives his principal's efforts to evaluate him as a personal attack. He may react in a variety of ways. For example, he may feel relief and accept the principal's directions unquestioningly, thus abdicating personal responsibility. Or he may react with resentment and go through only the motions of complying. Perhaps he will react with anger and reject his principal's suggestions in order to assert independence, sometimes sabotaging his own performance.

Sometimes, though, a principal develops an evaluation, shares it with the teacher, and sees him independently adopt new behaviors that are more productive. The factor that determines response to evaluation is the quality of the relationship between teacher and principal. Trust must exist between the two people involved.

Reciprocal trust is the basic ingredient for the nurturing of relationships between principals and their teachers in which each one can be helpful to the other. Evaluating teachers or their performance impedes the growth of such relationships because the teacher is uncertain about the principal's reasons for judging him. In today's climate of confrontation, teachers and principals often interact as though they were adversaries. This attitude is an unfortunate by-product of negotiations as a technique for winning benefits.

## A Solution: Non-Directive Supervisory Conferencing

If both the principal and the teacher are concerned with improving instruction, any help they can provide each other should be accepted with an

open mind.

A most promising technique, proved in the field, for making a principal helpful to teachers is the use of non-directive supervisory conferencing.

Since by definition the approach is to be non-directive, the principal concentrates on making himself a tool by which the teacher reshapes his teacher behaviors. And here is the most difficult part of the task for the principal: he removes judgmental thinking from the process. The need to evaluate the teacher or teacher performance must disappear as the two parties concentrate on improving instruction.

Being helpful and behaving in a trustworthy way are integrated through the process and mutually reinforce each other so that in a climate of reciprocal trust help is proffered by the principal, accepted for what it is, and judiciously employed by the teacher.

The Technique: A Format for Non-Directive Supervisory Conferencing

Step 1. The teacher explains his intentions for the lesson observed. The principal helps the teacher to clarify the plan, tactics, and strategies in terms of teacher and student behavior for the lesson. The cognitive domain, the affective domain, the psychomotor domain, and management area may be included separately or together. Appropriate questions for the principal might include the following:

a. What was your goal for the lesson?
b. How were you going to do (this) or (that)?
c. When you said (this) what did you envision occurring?
d. What kinds of responses did you anticipate?

Step 2. The teacher describes what happened in the lesson in terms of intentions. The principal helps the teacher to clarify his understanding of what happened in terms of teacher and student behaviors. The teacher should understand and should indicate if he believes he departed from his intent and how he did this if such were the case. Again, any of the four general areas (see #1 above) could be included. Appropriate questions for the principal might include the following:

a. What happened in the lesson?
b. Did anything different from your intent occur? If so, what and why?

Step 3. The teacher looks at objective data on the lesson. The principal helps the teacher to clarify his understanding of what behaviors he and his students exhibited in the lesson. The objective data may include matrices of interaction analysis, tallies of various categories of behavior, or sequences of behaviors employing some system of observation. The principal must be ready to accept the possibility of errors in the data, and to reassure the teacher that such may be the case without impairing the teacher's confidence in the overall reliability of the data. Appropriate behaviors for the principal may include the following:

a. Let's look at (the data) and see what I recorded as happening.
b. (That) certainly may have been recorded incorrectly.
c. What do these data say to you about the lesson?
d. What does (this) mean? Do you remember what you, or the student(s) did at (this) point?
e. How does (this) fit in with your intent?
f. Is there something left out of the data which you believe should not have been?

Step 4. If available, the teacher and the principal listen to and/or look at tape recordings or transcripts of the lesson. They correct the data or their interpretation of the data if warranted. The principal helps the teacher to recognize behaviors as they occurred and to relate these to his intent. Appropriate behaviors for the principal may include the following:

a. Let's listen to and/or look at a recording of the lesson.
b. Is that the (item) you questioned? How do you see it now?
c. Is that the use of (behavior) you mentioned?
d. What do you see as happening at this point?
e. Let me correct the data in view of what we have decided.
f. Do you feel the recorded data described the lesson accurately enough now?
g. Would you like to listen to and/or look at any part again?
h. There is the (behavior) you indicated.

This step would be omitted where recordings of the lesson do not exist.

Step 5. The teacher evaluates the lesson in terms of the achievement of his intentions for it. The principal helps the teacher to arrive at his decisions as to whether he is satisfied at this point with the way the lesson went. Appropriate questions for the principal might include the following:

a. How do you feel about the lesson now?
b. Would you want this or a similar lesson to occur in the same way if you taught (it) again?
c. Did the changes in behavior from your intentions result from a conscious choice on your part?
d. Could you have anticipated the need for a change?

Step 6. If a need for change is indicated, the teacher plans how he would re-teach this lesson (or similar) and how his specific intentions would be changed. The principal helps the teacher to describe the changes he would make and helps him to identify specific behaviors that would probably be employed in the revised lesson. Appropriate questions for the principal might include the following:

a. How do you change the lesson, or (this part) of the lesson?
b. How might you and/or the student behave differently?
c. What are some examples of specific behavior(s) to be used?
d. Is there anything else which might probably happen?

N.B. As the principal and teacher build their skills in employing this format, a pre-conference before the lesson to be observed is frequently productive. Since this format assumes a continuing interaction between the two, the whole conference and particularly step 6 can serve as the pre-conference for the next session.

Summary

A principal can help a teacher and a teacher can be helped by a principal. If each party is concerned with improving the learning experience of the students, then mutual effort is most likely to be productive in a climate where mutual trust exists. The creation and nurture of reciprocal trust is a task appropriate for professional educators, and, as a task, can and must be worked at.

Cooperative work by teacher and principal is an efficient way to improve instruction and has little to do with evaluating the teacher. Evaluating a teacher is essentially a subjective task performed unilaterally by principal and teacher and has little to do with improving instruction.

# THE SUPERVISOR AS COUNSELOR

by Robert A. Zawacki and Peter E. LaSota

As Fred Fiedler has reminded us in a recent Psychology Today article (1973), ship captains once could actually whip sailors who didn't obey orders; managers could fire people on the spot for slacking off; students could be expelled from school for talking back to teachers. Today, all that has changed. Sailors are permitted to grow sideburns; unions protect workers from being fired outright for anything other than a major transgression of the rules; students are asked for their suggestions and even for their opinions.

The person in charge used to have unquestioned authority to command and compel. Today, supervisors must focus on persuading rather than ordering workers to perform. They must learn how to convince workers to achieve their objectives or change their behavior.

How can the supervisor do this effectively? One of the best ways is through counseling.

The word counselor has been abused lately. Counselors run the gamut from well-trained professionals to amateurs who deal in such unscientific areas as loan counseling and even funeral counseling. The "true" counselor is a trained expert who understands the application of behavioral science concepts to human relations. Supervisors cannot hope to become "professional" counselors without extensive training and certification, but they can improve their counseling skills to the point where they can use them to effectively persuade subordinates to be more productive.

## Role Conflict

Of all the roles that a supervisor may fill in his daily life (father or mother, son or daughter, husband or wife, disciplinarian, leader, etc.), the role of counselor may be the most difficult for him to understand. One reason for this is that some supervisors find their role as counselor in conflict with their role as disciplinarian. This is often the result of poor or inadequate management training and a lack of understanding about how to shift from one to another.

## Change Your Perceptions

To simplify this problem of role conflict, think of the counseling role in terms of a helper/receiver relationship rather than a counselor/client one. Both helper and receiver must understand that the helper is trying to influence and change the behavior of the receiver in a way that will be useful to both of them.

In the helper/receiver relationship, both parties have needs, values, and feelings that influence their behavior in the relationship. In the old days, the supervisor could tell the receiver what was best for him without any interaction or without considering the subordinate's needs, values, and feelings--unless the

supervisor was extraordinarily sensitive. The receiver--either through fear of losing his job or respect for the supervisor or both--often carried out the supervisor's prescriptions. But the supervisor was sharing the responsibility for the outcome of his recommendation. If the receiver carried out the supervisor's recommendation and it failed, the receiver could always blame the supervisor for having given poor advice.

Self-Concept

Before a supervisor can even begin to counsel a subordinate, he should understand what is likely to go on in a particular subordinate's mind while he is being counseled. To get anywhere close to the mark, he must know as much as possible about the subordinate's personality, feelings, and attitudes.

Each of us has created an image of himself--an image variously tagged by behavioral scientists as the "self-image," the "self-structure," or the "self-concept." Regardless of the label used, each of us has a system of ideas and beliefs about himself accumulated through many life experiences.

Here are some important things to remember about a subordinate's self-concept that will directly affect your counseling relationship with him: (1) It is a pattern of beliefs developed over a long period of time; (2) he has a deep-seated need to preserve this system of ideas about himself; and (3) in most cases, he will not only want to preserve it, but also to enhance or improve it.

Behavioral researchers have found that people cope with a threat to their self-concept by exhibiting defensive behavior or by changing their self-concept and, possibly, their actions. The greater the threat to the person, the more negative his reaction will be to counseling efforts.

Present Alternatives

If most people react this way when they are threatened, how can you hope to counsel a subordinate without injuring his self-esteem, provoking defensive behavior, or incurring his wrath toward you? One approach proven to be helpful is presenting the subordinate with several alternatives. The process is known as maximizing alternatives.

If both people in the helping relationship agree that there is a problem and that the receiver's behavior is unacceptable, then you have a foundation for beginning to explore alternative kinds of actions you can both take.

If the helper can get the receiver to understand and explore the various courses of action available to him, the helper has taken a positive step toward solving the problem or getting the subordinate to modify his behavior.

The key to effective counseling is giving the receiver the freedom to choose the course of action that he feels is best for him under the circumstances The receiver will be much more likely to carry out a course of action that he himself has identified--because it is his decision and he is responsible for the outcome.

The helper can do his part by using the counseling relationship to let the receiver know exactly what is expected of him. This may include joint goal-

setting, better peer relations, increased promptness, greater efficiency in performing his job. If the supervisor has tried to help the receiver explore alternatives and arrive at a personal decision, he can be more certain that his counseling will achieve the desired change.

Counseling Guidelines

If you want to be a more effective counselor, here are some guidelines to help you get the most out of the helper/receiver relationship:

1. Don't argue. The subordinate will try to preserve his self-concept by meeting your arguments with resistance. If you increase your argumentative position or continue to "pound away" at him, you will achieve even more resistance and denial.

2. Be prepared to listen. You must understand the subordinate's point of view before you can begin to jointly explore alternatives. Understanding a subordinate's point of view, however, does not mean that you must agree with or support his position. There's a difference between empathy and sympathy.

   Let the subordinate do more than half the talking. It may be easy for you, because of your experience as a supervisor, to get trapped in a prescribing or lecturing role. But a "know-it-all" position may threaten the receiver so much that he mentally leaves the scene or acts more defensively than he would if you were more receptive.

3. Direct your comments to behavior that the subordinate can change. By giving people unfavorable feedback about actions over which they have little or no control, you only increase their feelings of frustration and their need to defend themselves.

4. Give timely feedback. Feedback is most helpful to a subordinate when it is given at the earliest opportunity after an event or interaction has occurred.

   Research in this area indicates that people may have certain tolerance level for accepting unfavorable feedback. When this level is approached or surpassed, no further learning takes place. For this reason, you should give feedback often and in small quantities. Feedback limited to a comprehensive, once-a-year performance review with a subordinate will not help him develop on the job. It may even hinder his growth. Small changes effected over a long period of time will be better for the subordinate and better for you.

5. Look at subordinates as subjects--not objectives that make up your personnel resource. They are human beings with feelings, needs, and values of their own. Try to see the world from their point of view.

6. Reflect the feelings of the worker. If you can focus on reflecting back the feelings and attitudes of the worker instead of giving advice, the worker will be better able to find his own solution.

   When the supervisor bounces back the feelings that the subordinate gives off, the worker can continue to talk about them. Frequent use of "Uhn-huhn," "I see," and "Is that so?" will help bounce the conversational ball back over the net and give the subordinate a chance to elaborate.

7. Ask skilled questions. The skillful counselor should avoid questions that can be answered with a simple yes or no. By starting questions with "How do you feel about . . . .?" or "What do you think about . . .?" you give the worker a better change to let his feelings and attitudes emerge along with a multitude of irrelevant facts, details, and excuses. Since the purpose of the session is to solve a problem, past facts are far less important than present feelings and attitudes.

8. Be on the lookout for signals that the subordinate is willing to commit himself to change or ownership in the outcome of the helper/receiver relationship. Once a subordinate assumes responsibility for overcoming his or her own shortcomings, your task as a counselor is almost complete.

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## OVERLAPPING GROUP LINKAGES

The groups of people involved which can affect supervision of career education directly or indirectly are:

Community (business world, parents, etc.)
Department of Education
School Board
Superintendent
Principal
Vice-Principal
Department Chairmen
Grade Chairmen
Counselors
Individual Teachers (including all subject areas)
Students
Student groups, clubs, governments
Clerical Staff
Custodial Staff
Maintenance Staff
Food Service Personnel
Health Aids-Nurse, etc.
Librarians

Many one-to-one or small groups, ("clics"--not specifically in a derogatory sense) are formed from the above types of people. These relationships can be formal or informal, direct, or indirect. They can be used to our advantage in helping one another learn and improve in implementing, infusing, etc. career education. (see Part I)

All these smaller groups can be utilized in a larger framework--what is considered a "multiple-overlapping group structure" (taken from Likert's book, The Human Organization). Within this framework career education can be better sold, implemented, supervised, assessed, changed, etc. It is through this model we should be able to work with one another to infuse career education into our schools. An administrator just cannot get into the classroom and work with each individual teacher enough. We all can understand this. Time does not allow this. Thus the administrator must supervise education in general and specifically career education in many different modes besides observing a teacher during a regular class period. Some of the ways an administrator can supervise career education can be divided into two categories. These are outlined below:

Indirect

1. What type of materials do teachers request such as films, filmstrips, tapes, periodicals, books, etc.?
2. Are they interested in "Bread and Butterflies" or the other packages set up for career education?

Informal

1. You can observe a class for less than an entire class period and observe:
   classroom climate
   interest level
   student's work

Indirect (Continued)

3. Do teachers request guest speakers to come in?
4. Do they request field trips for career education?
5. Do students question people about careers?
6. You yourself as an administrator can encourage and possibly set up some preliminary contacts for campus career days, off-campus trips, guest speaker, local resource materials and people.
7. You can budget in money for career education.
8. Assign counselors to help implement career education programs and to help the teachers.

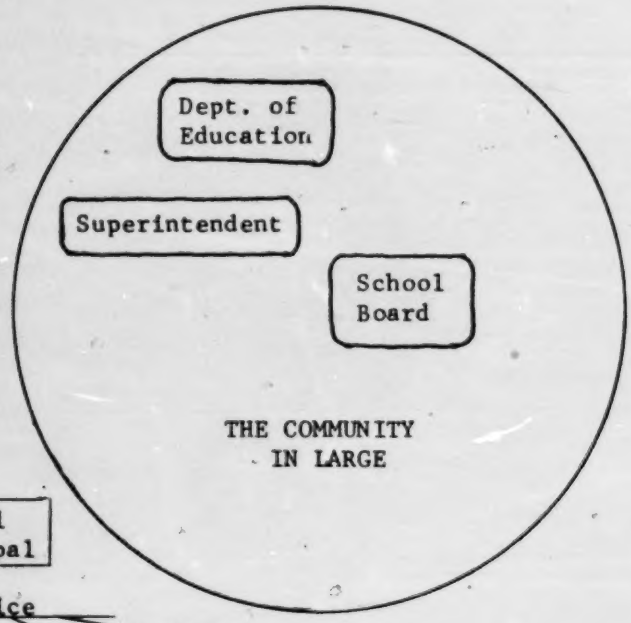
Informal (Continued)

material being covered
teacher's attitude and stereotyping
classroom arrangement
set-up of the room (bulletin boards, etc.)
and many more factors

2. You can talk with students and get their impressions and attitudes.
3. Overhear conversations amongst teachers and/or students and possibly be involved in these conversations also.
4. Short informal discussions with teachers.
5. Communication with someone in the overlapping structure who is somehow related to the teacher or his group within the structure.

Both of these categories can be greatly enhanced by the use of communication via a multiple overlapping system (see Part II). We must realize that informal leaders and groups are very important. Using the overlapping structure one can: select career education objectives, implement objectives, assess the implementation, revise strategy, observe teachers, critique and help teachers, etc.

Part I SOME OF THE RELATIONSHIPS IN OUR ENVIRONMENT




Vice Principal
Principal

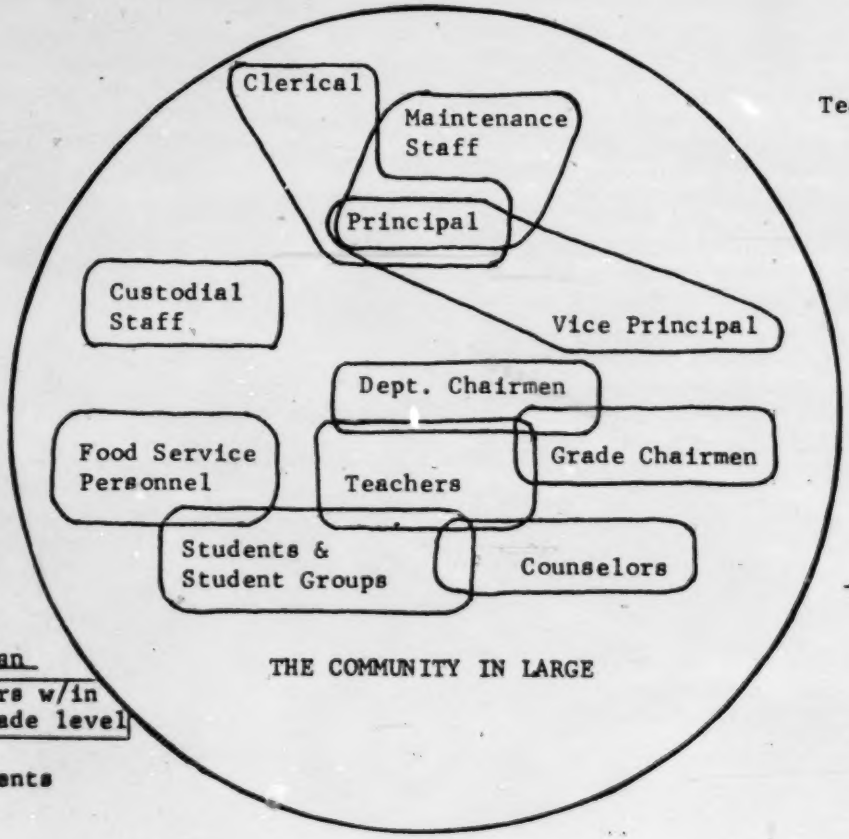
Food Service
Maintenance

Teachers Students Janitors

Principal Vice P.

Clerical Maintenance Custodial

Teachers Counselors Students




Teachers ----- Counselors

Principal & Vice P.

Counselors

Department Chairmen

Teachers within the dept.

Students

Grade Chairman

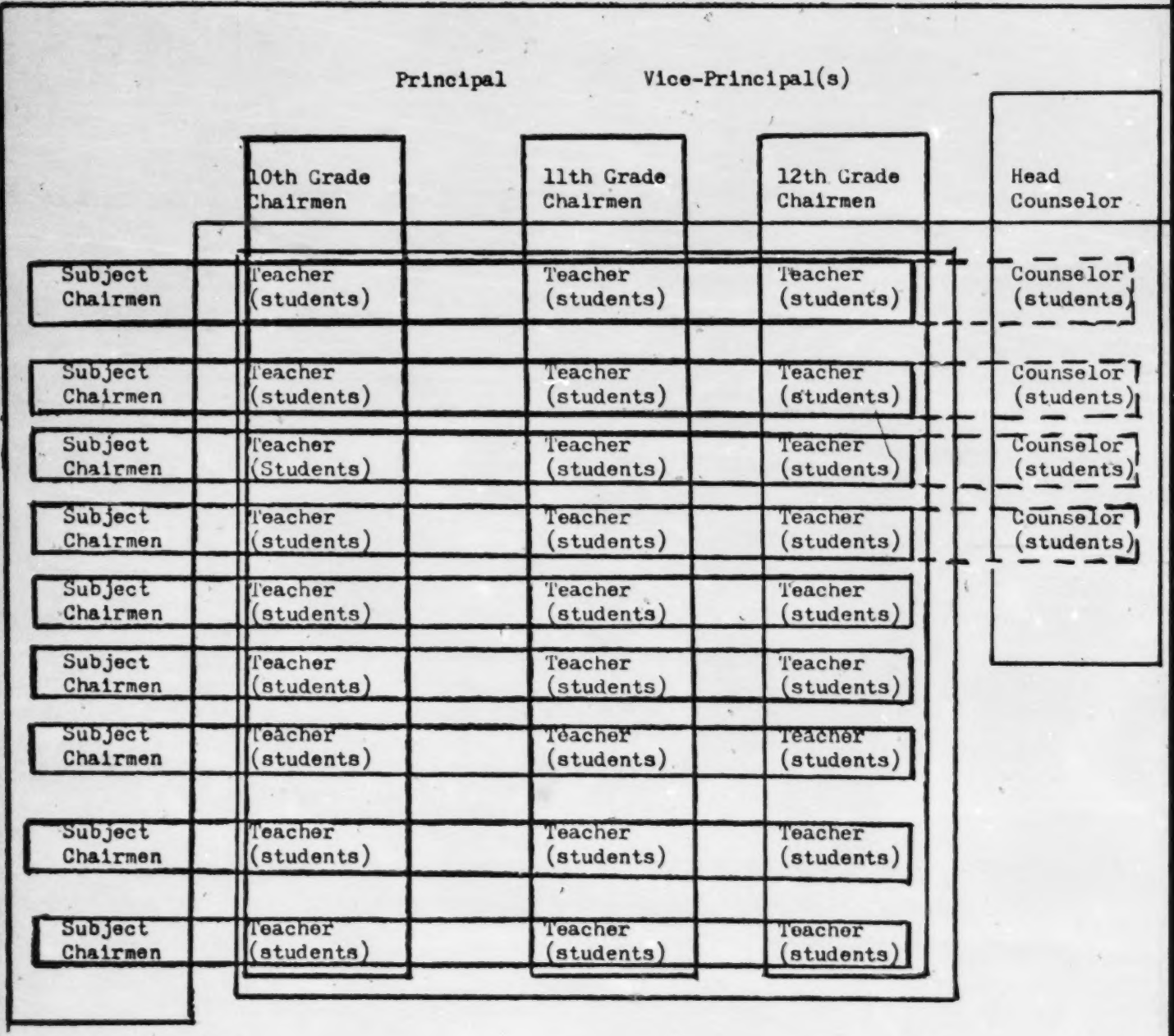
Teachers w/in that grade level

Students

Of course in the above circle the Principal & Vice Principal could be connected to each group.

## Part II OVERLAPPING GROUP STRUCTURE

(Specifically looking at the High School level and not including such people as superintendent, school board, clerical, custodial, maintenance, food service personnel, Department of Education, student groups, health aids, librarians.)




(of course, there may be many more subject areas, teachers within them and possibly more counselors)

Activity 1

List different ways an administrator will be able to gather data about instruction in career education through indirect observations, i.e., without having the administrator directly visit the classroom.

## Activity 2

List different activities a supervisor can benefit from by observing a classroom in less than 10 minutes without scheduling a pre- or post-conference. (NOTE: Look for specific observable activities in the classroom.)

## Activity 3

List different ways an administrator will be able to acknowledge teachers and staff for good instruction.

## Activity Summary

The preceding activities were implemented in a career education class for school administrators. The class came up with a great deal of input for the activity we presented. The following is a summary of all their ideas for each question presented.

1. List different ways an administrator will be able to gather data about instruction in career education through indirect observations (without having the administrator directly visit the classroom).

   Questionnaire for students to fill out
   Review teacher plan books
   Stimulate grade level meetings: verbal
   suggestion box
   Examine the materials used in the classroom
   Talk informally to the teacher
   Talk with the teacher when he schedules guest speakers
   Questionnaire for teachers to fill out
   Feedback from parents, and student curriculum committee
   Examine field trips taken
   Librarian feedback as to materials teachers checked out
   Curriculum committee meetings
   Get information from counselors
   Sharing experiences, materials, with others perhaps at a staff meeting
   Check people's interests, have they increased regarding career education?
   Feeder school feedback
   Student feedback (enthusiasm, course choices, amount of participation)
   Grapevine ** (very important)
   Results of tests based on objectives
   Staff participation in school-based career education activities
   What type of curriculum teachers write for accreditation process
   Teacher's self-study
   Teacher requests for resources, budget, and schedule changes
   System interrelationships
   Teacher performance improvement
   Professional improvement-participation in courses, workshops, etc.
   Trends in course offerings
   Kinds and types of (behavior) referrals made (an indicator of ineffective teaching)

2. List different activities a supervisor can benefit from by observing a classroom in less than 10 minutes without scheduling a pre- or post-conference.

Student involvement-participation
Observe activities
Materials, texts, films, speakers, etc.
Displays
Learning centers
Student notebooks
Talk with students
Teacher's behavior
Interaction between the students and teacher
Try to perceive the objective (goal) of the class
Observe climate and discipline
Interest level of the students
Questions by teacher
Questions by students
The variety of activities
Is the instruction appropriate for the class involved?
Is there provision for a variety of instructional strategies?
The actual teaching method being used
Evaluation methods

One group disagreed and felt they would not want to visit a class for such a short time unless it had already been arranged with the teacher. They felt the timing was essential. The teacher's morale and understanding of why the visit was being done were very important. So taking this in mind, they came up with the following suggestions:

Note the obvious-environment, bulletin boards, seating, cleanliness, maps, tools, texts, supplies, and equipment
Attendance to the task
Curriculum try-to-guess the goals and compare notes later on
Know the timing of the individual teacher--his personality and situation
The teacher should be informed and have some choice as to when the visit is to occur
Administrative tone is very important. Here again the teacher needs to know why so he will not be so threatened.
If you are going to stay such a short time, you might be able to pick up as much from standing outside the classroom.

3. List different ways an administrator will be able to acknowledge teachers for good instruction.

Informal discussion
Write notes telling of good points
Ask the teacher to demonstrate his skills at staff meetings
Body language (smiles, etc.)
Teacher bulletin-newsletter
Parent bulletin--what's happening in career education
Offer to provide more supplies

Appoint to committees
Ask to do in-service
Ask businesses to provide some sort of honors for teachers
Promotion
Include in teacher's evaluation
Teacher of the year
Alert the media to the innovations in education
Recognize in PTA
Letter of recommendation

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